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ABSTRACT

A campaign was undertaken to disseminate and distribute the self-contained sex-equity kit for secondary school personnel developed in fiscal 1979 as part of Project SEISMIC (Sex Equity in Schools: Modules in Careers). (The developed kit, which consists of a staff development program, a set of curriculum lessons, and a community outreach manual to be used with accompanying stimulus videotapes, was developed to promote sex equity concepts among teachers, counselors, administrators, students, and employers.) The dissemination effort resulted in widespread introduction and access to materials for state educators with additional publicity nationwide. Hands-on experiential introduction of materials to 224 educators was accomplished through two conferences (held at Lake Luzerne, New York, and in New York City). The overall reaction to the conferences was very positive, with comments indicating appreciation of both the materials and the format of presentation. In addition, Project SEISMIC materials were introduced to groups serving New York and New Jersey and references to the project products will also appear in several national reference listings. Materials used in the dissemination effort are appended. (A related report describing the development of the sex equity kit is available separately--see note.) (MN)

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ED210470

PROJECT SEISMIC
(SEX EQUITY IN SCHOOLS: MODULES IN CAREERS)
DISSEMINATION AND DISTRIBUTION

ANITA BASKIND

U.S. DEPARTMENT OF EDUCATION
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Institute for Research and Development
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Center for Advanced Study in Education
The Graduate School and University Center
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as a component of the Research Coordinating Unit
in cooperation with the
OFFICE OF OCCUPATIONAL AND CONTINUING EDUCATION
The New York State Education Department
University of the State of New York

CASE 11-81
September 1981

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FOREWORD

Throughout nine years of activity surrounding sex equity the Institute for Research and Development in Occupational Education (IRDOE) has sought to provide change agents with the knowledges, attitudes, skills, and habits that would result in equity for the sexes as that relates to occupational education. Much of our activity has been of a "hands-on" nature. That is, in conferences and workshops we sought to educate, train, or otherwise develop within personnel the sensitivity to identify inequities and the motivation to overcome them.

While successful, those efforts were costly, involving as they did the IRDOE staff, the physical presence of the groups we worked with, and the housing and/or feeding at a central location. Cost-effectiveness could be achieved, we knew, if auto-tutorial materials could be developed and if the participants could provide a multiplier effect in their district/colleges/agencies. Accordingly, this project was designed to develop materials that could guide counselors, teachers, and administrators in the reduction of sex bias in the schools, and others in their own agencies and communities.

The modules, and their accompanying videotapes and workbook/manuals, include materials to provide substantive understandings of Title IX and VEA legislation, and provide many stimulus situations for lively discussions. The Institute welcomes correspondence from readers regarding their content and use.

Lee Cohen, Ph.D.
Director

ACKNOWLEDGMENTS

It is rare for an educator used to the "front lines" of teaching and counseling to be able to work in an environment conducive to the creation of curriculum materials in an area of professional interest.

I am indebted to Dr. Deanna Chitayat, the senior author of the Project SEISMIC materials, for including me in the experience that spanned the three-year process of proposal writing, development, pilot-testing, production and dissemination. From her I have learned much about the vision, the patience, the pleasures and the pain that accompany all creative endeavors. I am particularly grateful for her confidence in my ability and her encouragement to take on the responsibility of Project Director for the production and dissemination in the final year.

Many project staff members contributed to the creative process and to the excellence of the product: Robert Miller, the major co-author and educational script writer who shared the agony and the ecstasy of all the initial development, rewriting,--and more rewriting; Harvey Lieberman, whose disciplined research and organizational skills produced the extensive legislative information; Dr. Cecile Segal, whose educational background and editing skills helped make productive use of pilot-testing information in revising formats; Frances Doughty, whose library skills and enthusiasm contributed to the CURRICULUM Sex Equity References. The team effort spanning the initial two years gave Project SEISMIC a fullness and strength; the shared respect was personally and professionally nourishing.

Mary Ann Etu, the Supervisor of the Occupational Education Special Programs Unit, NYSED Office of Occupational and Continuing Education, was a constant source of knowledge and support throughout the production and dissemination phase this year. Her understanding of the New York State educational network, and her ability to tactfully merge sound educational philosophy with everyday basic teacher needs helped make the production format, the recruitment, the conference programs and the dissemination decisions highly functional. Her sincere encouragement made "business" meetings productive and pleasurable.

The conference programs were enhanced by the participation of knowledgable facilitators/speakers committed to sex equity in the school system and by secondary school teachers who pilot tested and demonstrated the materials. Particular thanks to:

Ms. Ruth De Rosa, Sex Equity Supervisor,
Rochester City School District

Ms. Irma Godlin, Coordinator, Resource Center, Bureau of
Educational and Vocational Guidance, New York City Board of Education

Dr. Leo Goldman, Professor, City University of New York
Graduate School and University Center

Dr. Marion Klutch, Coordinator, Graduate Program in Guidance and School
Counseling, Hunter College (CUNY)

Ms. Connie Kirkpatrick, Teacher of Home Economics
S.M.Townsend Middle School, Lake Luzerne, N.Y.

Ms. Claire Pasternack, Teacher of Health Education
Edward R. Murrow High School, New York City

Ms. Dorothy Reinertsen, Teacher of English
Theodore Roosevelt High School, New York City

Mr. Dave Scanlan, Guidance Counselor
S.M.Townsend Middle School, Lake Luzerne, N.Y.

Ms. Dianne Siegel, Director, Mid-Hudson Regional Project to Promote Sex
Equity in Occupational Education

Ms. Gerry Welcher
Queensbury High School, Glens Falls, New York

Finally, to IRDOE staff, my sincere appreciation for the quantity of help and the quality of support throughout the year. Dr. Lee Cohen, Director of IRDOE, has been most encouraging in allowing a new person to derive administrative shelter without constriction. Fellow project directors have graciously shared their experiences. Melanie Bentley, in her role as office manager, has been the expert in bottom-line bureaucracy; her direction has kept me on correct procedural and budgetary course throughout the year.

Anita Baskind

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Project SEISMIC
(Sex Equity in School: Modules in Careers)
DISSEMINATION AND DISTRIBUTION

Anita Baskind, M.A., M.S.

In FY '79 the New York State Education Department funded the first year of a project to develop a self-contained sex equity kit for secondary school personnel. The developed kit consists of a staff development program, a set of curriculum lessons, and a community outreach manual, all to be used with accompanying stimulus videotapes. The purpose of the printed and video materials is to promote sex equity concepts among teachers, counselors, administrators, students and employers.

A unique format was developed for each component. For staff development, the print workbook and videotape guide small group, participative, leaderless learning experiences. Directions for these activities are complex in that they move groups through readings, discussions and videotape viewing. The curriculum lessons for the classroom touch on a wide variety of sex equity concepts designed to be implemented in almost any curriculum area. The materials for the lessons include stimulus videotapes, worksheets and mock newspapers. The community outreach manual has a wealth of suggestions for program presentation to community groups. Obviously, format and content needed to be field-tested at appropriate sites. The FY '80 funding was designed to subject each of the project components to several cycles of field-testing and revision.

The FY '81 funding purpose was to produce and disseminate the final product: three printed guides and four videotapes developed in FY '79, and field-tested and revised in FY '80. The following pages will describe the process of materials production, provide a description of the final product, and describe in detail the dissemination and distribution activities.

MATERIALS PRODUCTION

In order to produce an aesthetically satisfying, efficiently organized set of materials that would be self-contained and easily understood by the user, a decision had been made to contract with a graphic designer. The

project materials needed a cohesive visual treatment that went beyond the ability of typewriting elements and hand-drawn arrows and boxes to highlight important sections.

The problems of design format grew out of content variety and complexity. The final visual treatment had to: 1) keep the integrity of the total project with a unifying logo, yet differentiate among three separate printed guides; 2) use one typography format that accommodated the three different styles of the guides; 3) make visual method match content meaning in giving direction to the user; and 4) develop packaging that could capitalize on looseleaf binder access for individual and institutional (library) use.

The time and effort spent in developing a graphic format to accomplish these goals was productive; however, no format is a perfect fit for three disparate styles. Therefore, the project director automatically became involved in additional revising and editing during the several months of materials production.

In addition to revisions necessitated by format design decisions, one additional section of materials needed to be written. Field tests had shown the need for extensive references for teachers as part of the curriculum lessons. Although a great deal of the research had been done after the final field test, the Sex Equity References accompanying the curriculum lessons had to be written in final form and edited during these production months. The Sex Equity References represented an important element that the project staff felt committed to even though this was not a part of the original proposal.

During this period of production, the videotapes, although completed in content, needed revisions in format to dovetail with the printed design and directions. Therefore, time was needed to insert page and task number graphics to correspond to the printed materials.

In summary, materials production encompassed several months of close cooperation between project director, senior author, graphic designer and videotape producer in order to produce a final product.

MATERIALS OVERVIEW AND SAMPLES

The following section gives an overview of all the materials produced and a before/after sample from each of the printed guides.

In addition, the Title Page and Table of Contents for each printed guide are reproduced in the Appendix. (See Appendix I.)

Overview: Project SEISMIC

Project SEISMIC is designed to encourage secondary school personnel to increase sex equity in the educational system and to promote practices free of sex bias within the community. Project components include a staff development program, curriculum methods and materials, and community outreach strategies. Teachers, counselors, and administrators can use these components in a comprehensive effort towards increasing equal treatment of the sexes in educational and vocational settings.

The **Staff Development** component familiarizes faculty with the social and legal impact of sex inequities through print and videotape.

Module A focuses on increasing the awareness of attitudes towards expanding sex roles and the effect of these attitudes on the teaching and counseling process.

Module B examines Title IX and VEA legislation and provides an opportunity to assess school compliance with the law.

Materials include:

One print *Staff Development* guide

A videotape for use in Module A: *Issues in Sex Equity*
—Small-group activities guide educators in comparing their own views on sex equity with research findings.

A videotape for use in Module B:
The Legal Framework—Sex Equity on Trial
—Brief dramatizations of actual court cases stimulate educators to examine Title IX legislation in order to find legal solutions.

The **Curriculum** component helps educators introduce students to an expanded perspective concerning roles of males and females in our society. Six structured classroom lessons, pertinent sex equity references, student worksheets and stimulus videotapes comprise a comprehensive teaching unit.

Materials include:

One print *Curriculum* guide

A videotape for use with three of the lessons:
Person to Person—Choices in a Changing World
—A series of brief "Dear Abby" scenarios stimulate the students to discuss dilemmas people face when attempting to expand their traditional roles.

A videotape for use with one of the lessons: *New on the Job*
—On-site interviews document the experiences of three people who have chosen to work in fields that are non-traditional for their sex. The employers as well as the employees are interviewed.

The **Community Outreach** component provides educators with a protocol for sensitizing local employers to issues of sex equity in hiring and training. Detailed strategies for contacting the business community, and suggestions and materials for program presentations are included.

Materials include:

One print *Community Outreach* guide

A videotape to be used as a program presentation in meetings with employers: *New on the Job* (described above)

In summary, Project SEISMIC includes three printed guides and four videotapes for use by secondary school personnel.

Project SEISMIC

Samples of Pre-production and Final Production Formats

STAFF DEVELOPMENT

Module A: Issues in Sex Equity

Format before final production..... pp. 5-6

Final product..... pp. 7-8

STAFF DEVELOPMENT

Module B: The Legal Framework-Sex Equity on Trial

Format before final production..... pp. 9-11

Final product..... pp. 12-17

CURRICULUM

Lesson Overview; Lesson Plan

Format before final production..... pp. 18-20

Final product..... pp. 21-27

COMMUNITY OUTREACH

Format before final production..... pp. 28-29

Final product..... pp. 30

Task 1.5

GROUP: ARRIVE AT A GROUP CONSENSUS ON THE REASONS THE OCCUPATIONS LISTED BELOW PRESENTLY HAVE A VERY LOW REPRESENTATION OF FEMALE WORKERS. SPACE FOR NOTES IS PROVIDED IN WORKSHEET 2.

GKPR: ALLOW UP TO 10 MINUTES

Project SEISMIC

Worksheet 2A

Occupations With Low Female Representation in 1980

Occupation	Percentage of Females	Reason(s) for Under-Representation
1. Construction Worker	2.7%	
2. Firefighter	0.4%	
3. Automobile Mechanic	0.6%	
4. Plumber	0.7%	
5. Electrician	1.3%	
6. Engineer	2.9%	

GO TO NEXT PAGE

Module A: Sample Format

In your discussions for Activity 1, many issues have been raised. These are now explored further on the videotape.

Task 1.9

GKPR: AFTER 10 MINUTES OR SOONER IF PARTICIPANTS HAVE FINISHED THE DISCUSSION, TURN ON VIDEOTAPE TO ACTIVITY 1: OCCUPATIONS, COMMENTARY ON ISSUES (Memory Counter at about _____)

GROUP: VIEW VIDEOTAPE

GKPR: TURN OFF VIDEOTAPE AT END OF ACTIVITY 1: OCCUPATIONS

Task 1.10

GROUP: YOU HAVE NOW COMPLETED ACTIVITY 1. AS A GROUP DECIDE ON WHEN AND WHERE TO CONTINUE WITH ACTIVITY 2 WHICH RUNS FOR 30 MINUTES.

GO TO NEXT PAGE

Task 1.4

Facilitator: Turn on videotape to *Activity 1: Feedback: Occupational Statistics on Employment of Women.** Memory counter at about #135.

Participants: View videotape and compare your worksheet, Column 1, estimates with those reported.

Facilitator: Turn off videotape as directed by narrator.

*A copy of these statistics can be found in the Appendix.

Task 1.5

Participants: Arrive at a group consensus on the reasons the occupations listed below presently have a very low representation of female workers. Space for notes is provided.

Facilitator: Allow up to 10 minutes.

Worksheet: Task 1.5
Occupations with Low Female Representation in 1980

OCCUPATION	PERCENTAGE OF FEMALES	REASONS FOR UNDER-REPRESENTATION
1. Construction Worker	2.7%	
2. Firefighter	0.4%	
3. Automobile Mechanic	0.6%	
4. Plumber	0.7%	
5. Electrician	1.3%	
6. Engineer	2.9%	

Participants: Wait for Facilitator signal to proceed.

Facilitator: After no more than 10 minutes, move on to next task.

Task 1.9

Facilitator: **Turn on videotape to *Activity 1: Occupations, Commentary on Issues.* Memory counter at about #170.**

Participants: **View videotape.**

Facilitator: **Turn off videotape at end of *Activity 1: Occupations***

Task 1.10

Participants: **You have now completed Activity 1. As a group, decide on when to continue with Activity 2, which takes about 30 minutes.**

Go to next page.

Module B: Sample Format

Task 2.2

GKPR: AFTER 4 MINUTES MOST PARTICIPANTS WILL HAVE FINISHED THE READING (Task 2.1); TURN ON VIDEOTAPE TO ACTIVITY 2: COURT CASE 1: ADAMS VS CENTRAL HIGH SCHOOL (Memory Counter at about #____)

GROUP: VIEW VIDEOTAPE

GKPR: WHEN DIRECTED BY NARRATOR TURN TURN OFF VIDEOTAPE

GO TO NEXT PAGE

Task 2.3

GKPS: ALLOW UP TO 10 MINUTES

GROUP: YOU ARE ASKED TO RENDER A DECISION IN CASE 1: ADAMS VS CENTRAL HIGH SCHOOL. PROCEED AS FOLLOWS:

1. Review section 86.34 of Title IX provided below.
2. Arrive at a group consensus about whether Title IX has been violated. Space for notes is provided in Worksheet 1. A transcript of the videoscript is provided in Appendix E.

Relevant section of law

Courses and other Educational Activities — § 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools had until July 21, 1978, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Project SEISMIC

Worksheet 1
Case 1: Adams vs Central High School

☐ Title IX has been violated

☐ Title IX has not been violated

Reason:

GO TO NEXT PAGE

Module 8: Sample Format

Task 2.4

GKPR:

AFTER 10 MINUTES OR SOONER IF
PARTICIPANTS HAVE REACHED CONSENSUS
TURN ON VIDEOTAPE TO CASE 1:
DECISIONS: ADAMS VS CENTRAL HIGH SCHOOL
(Memory counter at about ___)

GROUP:

VIEW VIDEOTAPE OF FINDINGS
AND CONTINUE VIEWING CASE 2:
GOLDEN VS NORTH HIGH SCHOOL

GKPR:

WHEN DIRECTED BY NARRATOR
TURN OFF VIDEOTAPE

GO TO NEXT PAGE

Task 2.1

Participants: In *Activity 2: Five Court Cases*, you will be acting as the judge and/or jury for five court presentations based on actual cases brought before enforcement agencies. You will use Title IX Regulation Implementing Education Amendments of 1972, referred to simply as "Title IX," as a basis for judgment. An outline of the main sections of the regulation for Title IX is provided below.

Familarize yourself with the sections by reading the outline.

Note: The word "Recipient" refers to any educational institution, district, school or agency that receives federal education aid.

Facilitator: **Allow up to 4 minutes.**

Outline of Main Sections of the Title IX Regulation
Note: The complete Title IX Regulation Implementing Education Amendments of 1972 appears in the Appendix.

I. General Provisions §86.3-86.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination.

II. Admissions §86.21-86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions.

III. Treatment of Students §86.31-86.42

A. General Coverage §86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex.

B. Housing Facilities §86.32 and 86.33

Institutions may provide housing separately for men and women

C. Courses and Other Educational Activities §86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex.

D. Counseling § 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Go to next page and continue reading.

E. Student Financial Aid §86.37 and 86.31 (c)

The regulation covers all forms of financial aid to students.

F. Student Health and Insurance Benefits §86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex.

G. Marital or Parental Status §86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

H. Athletics §86.41

The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

I. Textbooks §86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

IV. Employment §86.51-86.61

A. General Provisions §86.51-86.55

The regulation prohibits discrimination based on sex in employment, recruitment or hiring...under any education program or activity which receives federal aid.

B. Fringe Benefits §86.56

Fringe benefit plans must provide *either* for equal periodic benefits for male and female employees *or* equal contributions for both sexes.

C. Marital Status and Pregnancy §86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

D. Effect of State and Local Laws §86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

V. Enforcement Process §86.71

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews—broad-based investigations of school districts or universities initiated by HEW.

Participants: Wait for Facilitator signal to proceed.

Facilitator: After no more than 4 minutes, move on to the next task.

Task 2.2

Facilitator: Turn on videotape to *Activity 2: Case 1—Adams vs. Central High School.* Memory counter at about #195.

Participants: View videotape.

Facilitator: Turn off videotape when directed by narrator.

Go to next page.

Task 2.3

Participants: **You are asked to render a decision in *Case 1—Adams vs. Central High School.* Proceed as follows:**

1. **Review Section 86.34 of Title IX provided below.**
2. **Arrive at a group consensus about whether Title IX has been violated. Space for notes is provided in *Worksheet: Task 2.3.* A transcript of the videotape is provided in Appendix E.**

Facilitator: **Allow up to 10 minutes.**

Relevant Section of Law
§86.34.35—Courses and Other Educational Activities

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools had until July 21, 1976, to

Go to next page and continue reading.

Task 2.3

comply fully. Secondary and post-secondary institutions had to comply fully with this requirement by July.21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Worksheet: Task 2.3
Case 1—Adams vs. Central High School

DECISION

☐ Title IX *has* been violated. ☐ Title IX *has not* been violated.

REASON

Participants: Wait for Facilitator signal to proceed.

Facilitator: After no more than 10 minutes, move on to the next task.

Task 2.4

Facilitator: Turn on videotape to *Case 1—Decision: Adams vs. Central High School.* Memory counter at about #275.

Participants: View videotape of findings and continue viewing *Case 2—Golden vs. North High School.*

Facilitator: Turn off videotape when directed by narrator.

Go to next page.

CURRICULUM
Module C: Sample Lesson

COMMUNICATION/LANGUAGE — Part I Newspapers Reflect and Affect Male and Female Roles.

Overview

The concept that newspapers (and other media) influence sex-role expectation is dramatized through a mock newspaper in which male and female roles are reversed. The impact of newspapers on career aspirations and family role expectations is investigated.

Concept Development

Seven concepts are taught, each one building on the preceding one. On the following pages methods are suggested for developing each concept. Concept development proceeds as follows:

- Concept 1: Newspapers reflect the community and its culture.
- Concept 2: Newspapers reflect the relative participation of males and females in positions of leadership and importance.
- Concept 3: Newspaper portrayals of male and female participation in leadership and occupational roles affect readers' career aspirations.
- Concept 4: Newspapers reflect the participation of men and women in family life.
- Concept 5: Portrayals of male and female participation in family life affects readers' expectations for their family members.
- Concept 6: People are affected by the values reflected in newspapers they read.
- Concept 7: Rather than reflecting the status quo, newspapers could promote more equal roles for men and women in the workplace and in the home.

Materials

A copy of the mock newspaper, SEISMIC SENTINEL, for each student.

CONCEPT 1 NEWSPAPERS REFLECT THE COMMUNITY AND ITS CULTURE

Materials

None

Method

Discuss the function of a newspaper:

- What is the function of a newspaper? Why do we read it?
- Are all newspapers alike?
- How would a newspaper in China be different from our local paper?
- How would a newspaper of a small farming community (or big city) be different from ours? What would be the important subjects in the headlines?

Last Step

Students should be assisted in stating CONCEPT 1.

CONCEPT 2 NEWSPAPERS REFLECT THE RELATIVE PARTICIPATION OF MALES AND FEMALES IN POSITIONS OF LEADERSHIP AND IMPORTANCE.

Materials

A copy of the SEISMIC SENTINEL for each student. The articles on the front page show women and men in reversed roles

Method

Read and discuss first page of SEISMIC SENTINEL.

- Which sex is more prominent in the news?
- What kind of jobs are held by men in this community?
- What kind of jobs are held by women in this community?
- How is this newspaper different from newspapers in our town?

Last Step

Students should be assisted in stating CONCEPT 2.

CONCEPT 3 NEWSPAPER PORTRAYALS OF MALE AND FEMALE PARTICIPATION IN LEADERSHIP AND OCCUPATIONAL ROLES AFFECT READERS' CAREER ASPIRATIONS.

Materials

The front page of SEISMIC SENTINEL

Method

Continue discussion of front page articles.

- If you were growing up in this society as a male, what kinds of jobs could you aspire to?
- If you were growing up in this society as a female, what kinds of jobs could you aspire to?

Last Step

Students should be assisted in stating CONCEPT 3.

Lesson Overview 1: Newspaper Influence on Career and Family Roles

Theme — The concept that newspapers (and other media) influence sex role expectations is dramatized through a mock newspaper in which male and female roles are reversed. The impact of newspapers on career aspirations and family role expectations is investigated.

Concept Development — Seven concepts are taught, each one building on the preceding one. Concept development proceeds as follows:

Concept 1: Newspapers reflect the community and its culture.

Concept 2: Newspapers reflect the relative participation of males and females in positions of leadership and importance.

Concept 3: Newspaper portrayals affect readers' career aspirations.

Concept 4: Newspapers reflect the participation of men and women in family life.

Concept 5: Newspaper portrayals affect readers' expectations for their family members.

Concept 6: People are affected by the values reflected in newspapers they read.

Concept 7: Rather than reflecting the status quo, newspapers should promote more equal roles for men and women in the workplace and in the home.

Procedure — In the lesson plan on the following pages each activity segment builds toward a particular concept. In order to provide closure, the teacher should emphasize or highlight the concept at the end of each segment.

The lesson plan is highly structured to develop the concepts. However, it also allows for a flexibility of uses and creative expansion by the teacher.

Materials — Mock newspaper: SEISMIC SENTINEL I:
Current News (see page 9), Family/Living Style (see page 10)
Teacher may wish to supply one copy of a local newspaper and one copy of a newspaper from a community different from the local one.

Teacher Preparation

Read lesson plan
Preview SEISMIC SENTINEL I
Review other newspapers for reflections of different communities
Read Sex Equity References:
- Historical Perspectives of Sex Role Expectations: 1930-80
- Women of Importance in Fields Perceived to be Male Domains
- Examples of Female Influence in Selected Societies

Concept 1 Newspapers reflect the community and its culture.

Discuss function of a newspaper

- **What is the function of a newspaper? Why do we read newspapers?**
- **Are all newspapers alike?**
- **How would a newspaper in China be different from our local paper?**
- **How would a newspaper of a small farming community (or big city) be different from ours? What would be the important subjects in the headlines?**

  Suggestion: Use actual local and out-of-town-newspapers as examples when possible.

Emphasize: Newspapers reflect the community and its culture.

Concept 2 Newspapers reflect the relative participation of males and females in positions of leadership and importance.

Discuss SEISMIC SENTINEL I: Current News

- **Which sex is more prominent in the news?**
- **What kind of jobs are held by men *in this community?***
- **What kind of jobs are held by women *in this community?***
- **How is this newspaper different from newspapers in our town?**

Emphasize: Newspapers reflect the relative participation of males and females in positions of leadership and importance.

Concept 3 Newspaper portrayals affect readers' career aspirations.

Continue discussion

- If you were growing up in this society as a male, what kinds of jobs could you aspire to?
- If you were growing up in this society as a female, what kinds of jobs could you aspire to?

Emphasize: Newspaper portrayals affect readers' career aspirations.

Concept 4 Newspapers reflect the participation of men and women in their family life.

Discuss SEISMIC SENTINEL I: Family/Living/Style

- How do these newspaper articles differ from the ones you usually read?
- What is the role of men, husbands, fathers in these articles?
- What is the role of women, wives, mothers in these articles?
- Whose career seems more important, husbands' or wives'?

Emphasize: Newspapers reflect the participation of men and women in their family life.

Concept 5 Newspaper portrayals affect readers' expectations for their family members.

Continue discussion

- If you were a female in this society, what would you expect to do to maintain your family?
- If you were a male in this society, what would you expect to be doing to maintain your family?

Emphasize: Newspaper portrayals affect readers' expectations for their family members.

Concept 6 People are affected by the values reflected in newspapers they read.

Summarize male/female roles as seen in SEISMIC SENTINEL I

- What is the nature of male/female roles as pictured on the *Current News* page and the *Family/Living/Style* page.

Discuss society values and newspapers

- Would you enjoy being a woman in this society? Why? Why not?
- Would you enjoy being a man in this society? Why? Why not?
- Would you want your son to grow up in this society? Why? Why not?
- Would you want your daughter to grow up in this society? Why? Why not?
- How is the society reflected in this make-believe newspaper different from the one your parents grew up in?
- If your children were to read this paper every day, would their values be different from yours?
- Do these articles reflect the values of our society? Why? Why not?

Emphasize: People are affected by the values reflected in newspapers they read.

Concept 7 **Rather than reflecting the status quo, newspapers should promote more equal roles for men and women in the workplace and the home.**

Assign writing topics

- Outline (or write) an article that could go in a newspaper that reflects a society more equal than the *Current News* page and *Family/Living/Style* page you have just read.
- Outline (or write) a feature article called "Sharing" which would reflect an equal sharing of both wage earning and child care roles in a marriage.

Discuss students' articles

- What effect would these articles have on readers' sex role expectations?

Emphasize: Rather than reflecting the status quo, newspapers could promote more equal roles for men and women in the workplace and the home.

Teacher's Summary Statement

As you read newspapers (and look at television programs), you are being bombarded with images of sex role behaviors that influence you.

It is important to be sensitive to the newspaper's role in reinforcing the status quo and perhaps being behind the times when values are changing.

SEISMIC SENTINEL I

Current News

Western Heads of State Discuss Common Oil Supply Problems

Declaring that "our men and children must not be cold this winter," the Heads of State of Western Europe met today to discuss the declining heating oil supply reserves for the coming cold season.

"Winters in our climate are cold, damp and treacherous for young and old," pointed out Prime Minister Helga Hobbein of the Netherlands, chairwoman of the conference.

Discussions among the seven women leaders and their aides focused on methods of meeting emergency shortages by pooling a small percentage of their present stockpiles to be used as disaster supplies.

Other conservation methods were discussed, such as ordering all government and corporate buildings to lower thermostats to a maximum 65°F during working hours and 55°F when offices are closed. Also under consideration is the possibility of joint research attempts to produce synthetic fuels for future use. Cooperation was the keynote of the talks. Attending the meeting were Prime Minister Anna Andersen of Denmark, Prime Minister Katherine Van Rysselberg of Belgium, President Claudine Colbert of France, Prime Minister Angela D'Annunzio of Italy, and Prime Minister Maria Munos-Hernandez of Spain.

Sportsflash

- Leila Soloway wins SPORTSPERSON-of-the-Year award. City gives ticker-tape parade to honor home-town girl.
- Leo Burt David back on men's tennis circuit after leave to care for baby son.
- Men's golf finally achieves TV recognition after long history of sparse attendance.

Firewoman Rescues Infant in Three-Alarm Blaze

Firewoman Maxine Smith, a ten-year veteran of the fire-fighting force who has been cited for bravery several times, rescued a two-month-old baby girl from a blazing building on Ninth Street last night.

The baby had evidently been in an upstairs room sleeping when the fire broke out. The grandmother of the baby tried to reach the room but was overcome by smoke and was carried from the building.

The baby and the firewoman were taken to Upstate Hospital and both were reported in good condition. "I'm glad she's going to make it," said Firewoman Smith. "I've got three of my own at home so I know how the family feels."

Lieutenant Gloria Davis, supervisor of Engine Company No. 4, was at Firewoman Smith's bedside. "She'll be nominated for another bravery citation, that's for sure," she said proudly.

Chemist Wins Nobel Prize For Her Conservation Work With Coal

Dr. Alice Jones was designated a Nobel Prize winner today for her chemical work with coal. Reached in Wyoming, where she is completing a 40-day test project on underground coal gasification, the well-known chemist reacted with delight.

"I'm glad that conservation concerns have been recognized. We now know that as a result of gasification of coal, we extract hydrocarbons which can then be refined into gasoline, heating oil or diesel oil."

Dr. Jones has long been recognized for breakthroughs in the study of chemical processes, particularly those that lead to use of hard-to-reach coal reserves that can become a new domestic supply of oil.

Dem Pols Consider Favorite-Daughter Candidate

The nine ranking county leaders of New York State are not unanimous in their support of one Presidential candidate for the Democratic convention.

Plans are being made for the nine women to meet to consider the possibility of placing a favorite-daughter of New York State in nomination at the convention. As Big Apple City Mayor Melissa Bentley explains, this tactic would reserve the power of the New York delegation for use as a bloc at some appropriate time during the convention. Names that have been mentioned for favorite-daughter nomination include Governor Judith Seigel and Representative Iris Cook, both political allies of the Mayor since her early campaigning years.

The favorite daughter strategy would avoid a fight among the nine leaders, who support a variety of different candidates including State Senator Anne Bullard and neighboring state Governor Carol Yabonaski.

SEISMIC SENTINEL I

Family/Style/Living

Flaky Flour Bake-Off Won by Househusband, Father of Five

"I knew I had a winner when all five kids said this meat pie was their favorite mid-week dinner," said the good-looking blond man when his name was announced for FIRST PRIZE. As with most homemakers trying to stretch the dollar these days, Mr. Alan Watkins tries to think of something new and nutritious to do with hamburger meat. After experimenting with spices and noting his family's enthusiasm when fruit was served along with the meat dish, he developed Deanna's Delight, named for his wife, whose favorite fruit is peaches.

Two eight-inch pie shells filled with the winning meat and peaches mixture (recipe below) and a salad will serve the family of seven, with an extra piece left over as a second helping for Mr. Watkin's wife, the hungry breadwinner.

Deanna's Delight

½ cup seedless raisins (soaked in ½ cup white wine)
2 T. olive oil
2 lbs. ground round
1 cup coarsely chopped onions
1/3 cup sugar
½ t. cinnamon
½ t. ground cloves
½ t. oregano
½ bay leaf
½ t. salt
¼ t. pepper
12 canned peach halves
1 beaten egg
3 T. grated cheese
1 T. bread crumbs

Preheat oven to 375°. Heat meat and onions in oil. Cook until onions are translucent. Drain. Add wine, sugar, spices. Bring to boil. Cover and simmer for five minutes. Take out bay leaf. Add raisins, beaten egg, drained and cut up peaches, cheese, bread crumbs. Divide and fill the two pie shells. Cover with lattice-top of pie dough. Heat in oven 30 minutes.

Male Writer Earns Money Between Laundry and Diapering Chores

In the household of Mr. Richard Manning, the staccato beat of an electric typewriter mixes with the cries of a hungry infant and the hum of a washing machine.

"It used to be an escape from household chores," he explained. "I'd need some time for myself so I started to try my hand at writing short stories."

Before he was married, Mr. Manning worked as an assistant editor for a short story magazine. He knew that marriage and children were important to him and that his office days would be over for awhile when the first infant was born.

What started as a simple escape has become a paying proposition, for Mr. Manning has sold several stories to magazines using a female name to give validity to his "True Confessions" format. He schedules his days so that both househusband and writer chores will all get done.

"I get up for the baby's first feeding at about 5:30 a.m. Then the house is quiet for two hours until my wife is ready for breakfast. We eat together, she plays with the baby for a few minutes and then is off to work. I try to get all the household chores done in the morning. When the baby has his afternoon nap, I've got another two hours to work. Occasionally my wife will stay late at the office and then I have some evening time."

Mr. Manning's wife is an office manager at ABC Corporation and is due for a promotion soon. She thinks her husband's short story writing is a wonderful outlet. "We don't need the money with my salary so he can save it up to buy himself something special."

Would Mr. Manning ever return to his old job? "Well, I'd like to continue my writing but on a full-time basis. Maybe when the kids are in school, I'll get more done. And, of course, when they are grown and in college, I'll be able to devote more time. But for right now, it's fine."

The baby had awakened and started to cry. The electric typewriter was quiet for now.

Head-of-State's Husband Looks Forward to Her Retirement

Stepping down the airplane steps into a crowd of well-wishers, Dr. Alf Anhauser follows his wife, the President of the South German Republic. He is animated in his acceptance of a bouquet of flowers from children, and crisp-looking in his navy-blue sharkskin suit.

"Yes, I'll be happy when we can leave the obligations of public life," the attractive blond man sighed.

Dr. Anhauser has been lauded for his participation in world-wide conferences to further cancer research. "If by my position as the husband of a prominent woman I can help in the more promotional aspects of my profession, then I must not turn my back on this opportunity. But it has been a sacrifice. Fatherhood and my wife's election to office were pivotal decision points. We decided as a family that the public office responsibilities were important to all of us so we made adjustments. I think the experience has been good for us. But I do want to get back to regular office hours and clinical work."

World Population Council Alarmed at Drop in Male Births

Scientists are concerned about the results of a discovery of several decades ago that allow parents to control the gender of their unborn offspring.

Most parents seem to prefer female children, saying that their daughters have the ability to carry on the family name, bring renown to the family as a result of outstanding accomplishments as leaders in society, and provide a means of support for parents in old age. Most families say the burdens in raising male children, particularly the expense necessary to find suitable marriage partners, make boys less wanted.

The statistical findings at the present time call to mind the similar attitudes in ancient societies when the practice of abandoning baby boys was usual.

The World Population Council has scheduled meetings with the political leaders of the major countries to develop an incentive plan to encourage the birth of more male children.

OVERVIEW OF THIS HANDBOOK

Following is an overview of this manual which provides an outreach process you can use to contact and work with community groups. On page 5, there is a chart which diagrams the key segments of the process.

This handbook contains a wide variety of ideas and suggestions. Select only those that are appropriate for your personal needs and the needs of your community. Feel free to modify others that might fit your purpose.

I. Background and Data Regarding Typical Community Groups

This section of the handbook contains important information about business and community groups, which represent your target audience. Several groups are described briefly; essential information is provided about their purpose, membership, role in the community, and meeting procedures.

2. Making Contact with Business and Community Groups

The second segment describes several ways to contact business and community groups in order to present a program. Specific approaches are outlined, including sample letters, to help you gain a commitment from these groups.

3. Planning an Agenda

The third segment provides instructions on preparing an effective agenda based on the amount of time available for the program and the interests and needs of your audience. Sample agendas are given for programs of varying length and for differing audiences.

Suggestions on program leadership are also provided.

4. Conducting the Meeting

The fourth segment provides a number of components which can be used to prepare a program. Each component is divided into presentations and activities. You will determine which are most appropriate for your audience in designing your agenda.

The segment includes a:

- a videotape on individuals in non-traditional jobs
- a pertinent protective legislation
- a section on employment patterns and statistics
- a section on the changing roles of the sexes
- a section on situations which demonstrate changes in employment patterns.

5. Supplementary Ideas and Approaches

This segment provides you with additional ideas for exposing your program to an ever widening audience. These ideas can be used in the community or in your school.

Appendix

The Appendix contains materials which will familiarize you with equal employment issues. Some of these materials may be copied for distribution to participants.

I. Identifying Community Groups

This segment of the guide contains important information about business and community groups, which represent your target audience. Several groups are described briefly; essential information is provided about their purpose, membership, role in the community, and meeting procedures.

II. Contacting Business and Community Groups

The second segment describes several ways to contact business and community groups in order to present a program. Specific approaches are outlined, including sample letters, to help you gain a commitment from these groups.

III. Planning a Program Presentation

The third segment provides instructions on preparing an effective program based on the amount of time available and the interests and needs of your audience. Sample programs are given of varying length and for differing audiences. A pre-program checklist is also provided.

IV. Selecting Program Components

The fourth segment provides presentations, activity worksheets, fact sheets, etc. for use in building your program. You will determine which are most appropriate for your audience in designing your program. This segment includes components in five areas:

- Workers in Non-Traditional Jobs
- Protective Legislation
- Employment Statistics
- Changing Roles of Females and Males
- Changing Employment Patterns

V. Expanding the Outreach Effort

This segment provides you with additional methods for exposing your ideas to an ever widening audience. These methods can be used in the community or in your school.

Appendix

The Appendix contains materials which will familiarize you with equal employment issues. Some of these materials may be copied for distribution to participants.

DISSEMINATION CONFERENCES

The major purpose of the project funding was to disseminate Project SEISMIC by conducting one statewide conference to accommodate teams of educators from the secondary level LEA/BOCES staffs. The conference was designed to provide educators with hands-on experiences so that they in turn could not only use materials such as curriculum lessons but also act as facilitators for the STAFF DEVELOPMENT activities with their colleagues.

After the statewide conference was held in early April, it was decided to hold an additional local conference for New York City High School personnel.

A description of the preparation, participants, and program for each conference follows.

Conference - Lake Luzerne, N.Y.
April 2-3, 1981
Statewide LEA/BOCES Personnel

Preparation

In consultation with the Office of Special Programs, the goals, program objectives, and recruitment strategies were developed. An invitational letter requesting statements of interest in sending a team to the statewide conference was sent to all District Superintendents, Superintendents, and Occupational Education Directors in New York State in mid-December. (See Appendix 2.) All who replied were sent registration materials.

Since the program objectives included demonstration lessons from the CURRICULUM materials, two sessions were spent with several local teachers and guidance counselors introducing them to the materials and brainstorming ways in which they could demonstrate flexibility of use for the conference participants.

The task of organizing conference registration, contacting and preparing facilitators/speakers, preparing evaluation and other materials, communicating with hotels, etc. were all part of the conference preparation phase.

Participants

Thirty-nine school districts, 19 BOCES Centers and 2 individual schools expressed interest in sending a team of personnel. Registration materials were sent to all those who expressed interest in attending. Actual conference participant teams represented 29 school districts, 17 BOCES Centers and 2 individual schools. The actual conference participants represented all Occupational Education Planning Regions in New York State. (See Appendix 3.)

Of the 175 participants, 86% were based directly in a school or BOCES Center. Of these 86%, 35% were administrators, 26% were teachers, 15% were counselors, and 10% had other job functions. Of the total of 175 participants, the remaining 14% worked out of central district offices serving a variety of job functions.

Of the total attending, the median age was 35-44, equally divided by sex. Although the largest number of participants came from suburban educational settings, (N=69) there was a healthy representation of urban (N=38) and rural (N=50).

Of those attending, 55 had been designated as Title IX, Sex Equity Coordinator or had been given some other title and function related to sex equity.

Program

The conference program was designed to introduce Project SEISMIC in an experiential way so that conference participants would feel knowledgeable about working with the materials and introducing them to their colleagues. In addition, the conference was designed to introduce the participants to additional sex equity products produced under VEA funding. The final goal was to provide team planning time that would be a first step in initiating "back home" use of the materials.

STAFF DEVELOPMENT materials were introduced to conference participants through a hands-on workshop in which they performed all of the exercises. Facilitators functioned as role models for facilitation "back home," and also took time to discuss varied use of the STAFF DEVELOPMENT activities.

CURRICULUM materials were introduced through an extensive overview of all six lessons; in addition, two demonstration lessons were

conducted by local teachers. Participants then brainstormed varied uses within existing curricula formats.

COMMUNITY OUTREACH materials were introduced by the Project Director for Mid-Hudson Regional Project to Promote Sex Equity in Occupational Education. That project's goals had addressed increasing sex equity in small business hiring and the project director was able to share knowledge about the business community that underscored varied uses of Project SEISMIC--COMMUNITY OUTREACH.

Additional sex equity products produced by CASE/IRDOE were introduced to conference participants by showing two documentary films, Turning Points and A Man's Place..., and also giving out a copy of the sex equity "comic book" Super People. Participants were also given discussion guides and ordering information for these additional products.

The last activity of the conference involved a team planning activity with discussion guidelines. (See Appendix 4.)

All conference participants received one set of the three printed guides.

Conference-New York City
May 27, 1981
New York City High School Personnel

Preparation

In consultation with the Office of Special Programs, one additional conference was targeted for New York City high school personnel. The principals of the 104 high schools--Academic, Comprehensive, Vocational, Technical, Specialized, Independent, Alternative--were invited to send 2 or 3 representatives from their school. In addition, several central offices of the New York City Board of Education sent representatives and suggested representatives from agencies directly involved in programs for high school students. (See Appendix 5.)

Participants

Interest was expressed by 35 schools and 3 agencies making reservations for 60 participants. In addition, 10 reservations were made for personnel fulfilling central office functions. Fifty-four people actually

attended the conference. Of those who were based in the high schools, 35% were guidance counselors, 14% were teachers, 10% were Assistant Principals (Chairpeople of Curricula Areas), 7% ran career education programs and 14% had other job functions. In addition to those from individual high schools, 14% fulfilled central office functions and 6% were from related agencies.

Program

With the help of the Coordinator of the Bureau of Educational and Vocational Guidance Resource Center, who had been one of the facilitators for the statewide conference, a program unique for the needs of the high school personnel was contracted into one day's conference activities from double the amount of time used at the larger conference. Since this local conference was to take place six weeks after the statewide conference, the BEVG Coordinator had already been able to use Project SEISMIC materials with New York City high school students. Those experiences were incorporated into the program. Participants were also given a sample of the way SEISMIC lessons were incorporated into an existing Health Education curriculum at a New York City high school by one of the teachers who had participated in the field testing. (See Appendix 6.) The total program focused primarily on a STAFF DEVELOPMENT experiential workshop, a detailed overview of CURRICULUM materials and their use, and a showing of one film, A Man's Place....

In addition to the activities, all conference participants retained their xerox copies of Project SEISMIC printed guides, received a copy of the sex equity "comic book," Super People, and received discussion guides for both the film and the "comic book."

Each school that sent representatives to the conference received one set of the original printed Project SEISMIC guides.

Several additional meetings were conducted for the purpose of planning and evaluating the conferences and special aspects of the programs. An overview of the evaluation instruments and procedures follows.

EVALUATION OF DISSEMINATION CONFERENCES

The goals of the dissemination conferences were three fold: 1) to introduce participants to project materials through workshop participation, demonstration, and discussion; 2) to raise consciousness of sex equity issues and attitudes through STAFF DEVELOPMENT activities; 3) to stimulate participants to both use and disseminate the materials in their own educational setting. The goal of introducing participants to project materials was accomplished through each conference program as outlined in the agendas. (See Appendix 7.)

Three basic evaluation questionnaires were developed: 1) an intensive STAFF DEVELOPMENT questionnaire concerning effectiveness and potential use for the statewide conference of educators (Appendix 8); 2) a general questionnaire touching upon STAFF DEVELOPMENT effectiveness and CURRICULUM use for the New York City educators (Appendix 9); and 3) a followup questionnaire sent to all statewide participants five weeks after the conference (Appendix 10). This evaluation section will describe questionnaire responses dealing with overall introduction to materials, effectiveness of STAFF DEVELOPMENT activities and potential for use of Project SEISMIC components.

Overall Reaction

In general, the overall reaction to the conferences was very positive. In New York City half of the respondents chose to take the time, (at the end of a longer than usual "work day") to write at length in the open-ended Additional Comments (Question 8) section of the evaluation form (see Appendix 9). These comments were overwhelmingly appreciative of both the materials content and the format of presentation. All of the Additional Comments are reproduced (see Appendix 11).

Staff Development Effectiveness

The STAFF DEVELOPMENT materials have two sections: Module A, Issues in Sex Equity, designed to increase awareness of attitudes towards expanding sex roles and the effect of these attitudes on the teaching and counseling process; Module B, The Legal Framework-Sex Equity on Trial,

designed to examine Title IX legislation and provide an opportunity to assess compliance with the law. During the first part of the statewide conference, participants worked their way through the activities with facilitators who modeled behavior necessary for conducting a workshop with colleagues. The evaluation instrument therefore tried to assess 1) effectiveness of the materials in raising awareness, and 2) the extent to which participants saw themselves as willing and able to conduct similar workshops for colleagues. (See Appendix 8.) (Because of constraints of time, each statewide conference participant experienced either Module A or Module B activities; therefore results assessing specific activities in each module are based on reports by half the total number of participants.)

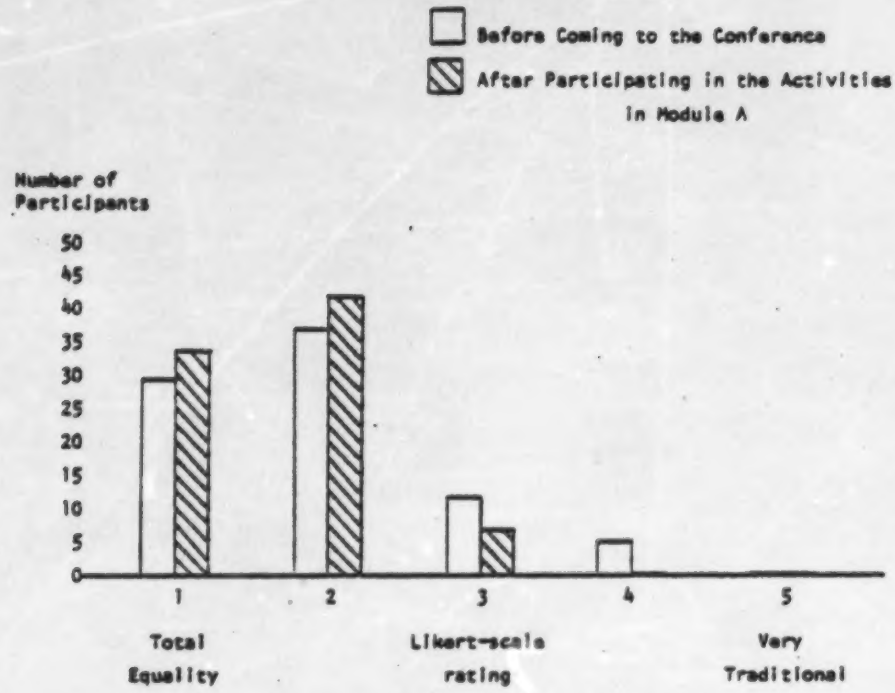
Participants were asked to rate the effectiveness of the various activities in the STAFF DEVELOPMENT program on a 5-point Likert scale ranging from Very Effective to Not at all Effective.

For Module A, 58%-65% of the participants rated the activity effectiveness in the two highest positions, depending on the activity (Questions 3A, 4A, 5A, 6A). For Module B, 68%-73% rated the activity effectiveness in the two highest positions (Questions 1B, 2B, 3B, 4B, 5B). Less than 13% of the participants in Module A rated effectiveness in the two lowest positions except for Activity 4, Task 4.9 Role Play Dialogue (Question 4A) in which 18% rated it in the two lowest positions. Informal feedback at the conference site suggests that this item, which presented visual images of sex bias, was seen as "too obvious." Less than 7% of the participants in Module B rated effectiveness in the two lowest positions. In general, at least half and usually over two-thirds of the participants rated the activities as more than moderately effective, with Module B seen as slightly more effective than Module A.

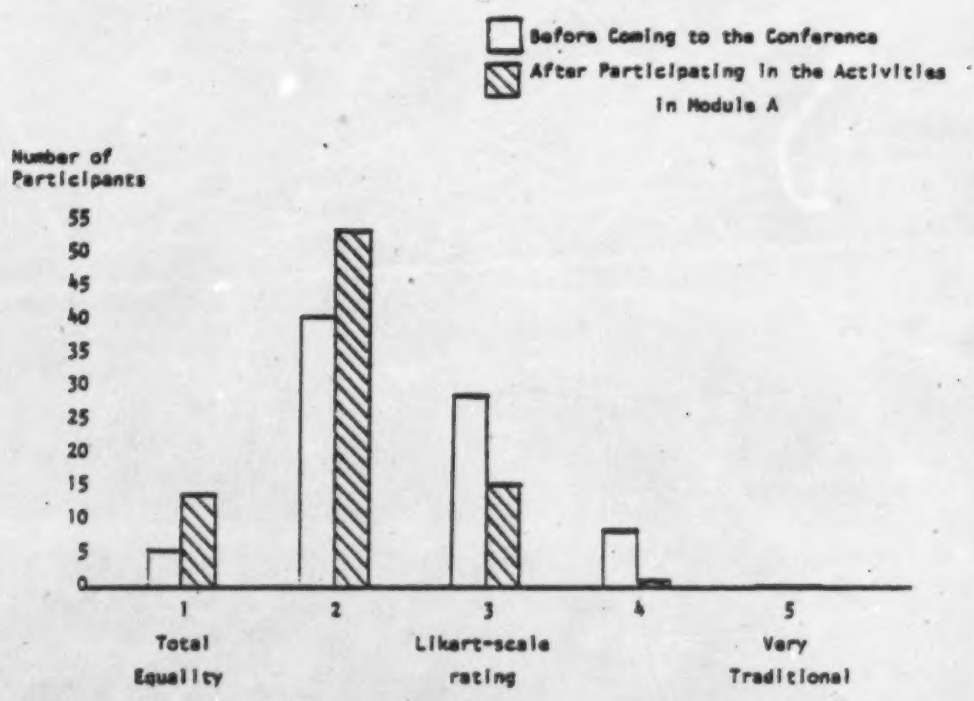
Participants were then asked to examine any changes in attitudes or knowledge as a result of the STAFF DEVELOPMENT activities.

Participants in Module A were asked to rate their own and others' attitudes towards work roles of men and women before coming to the conference and after participating in activities. Those results are shown on the following two graphs.

Participants Rating of Own Attitudes Towards Work Roles of Men and Women (Questions 7A, 9A)



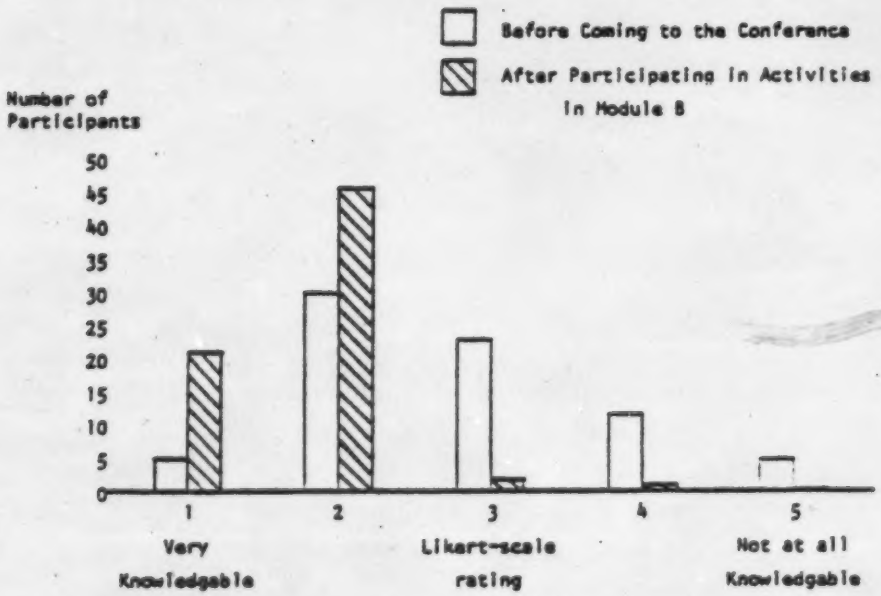
Particiants Rating of Others' Attitudes Towards Work Roles of Men and Women (Questions 8A, 10A)



Participants in Module A felt the activities had an effect on their own and others' attitudes towards work roles of men and women. They report a slight shift when rating themselves and more of a shift in rating others. In rating the attitudes of colleagues "back home," fewer than 25% of the participants rated their colleagues in the two highest positions, a result suggesting that conference participants are probably self-selected. (Question 11A.)

For Module B, participants were asked to rate their own knowledge of Title IX legislation before coming to the conference and after participating in activities. Those results are shown on the following graph.

Participants' Rating of Own Knowledge of Title IX Legislation
(Questions 6B, 8B)



Participants in Module B felt that the activities resulted in a marked increase in their own knowledge of Title IX legislation. In Question 9B, 83% of the respondents rated the Module B activities in the two highest positions of effectiveness for heightening their awareness of potential infringement of Title IX in their own institution. In Question 10B, only 11% of the participants rated their colleagues' knowledge of Title IX in the

two highest positions.

In general then, the activities in STAFF DEVELOPMENT were rated by the statewide participants as much more than moderately effective in exploring and changing attitudes about the work roles of men and women, and in increasing knowledge of Title IX legislation and potential infringement of the law within educational institutions. Participants also seemed to indicate that awareness and knowledge of these issues and laws is not very high among their colleagues.

In referring to STAFF DEVELOPMENT, the respondents in the New York City conference also indicated high effectiveness in raising awareness of attitudes and of the law. For Module A, 90% of the respondents rated Activity 1: Occupations in the two highest positions on a 5-point Likert scale (Appendix 9, Question 1); Activity 2: Roles was rated in the two highest positions by 84% of the respondents (Question 2); and Activity 4: Faculty/Student Interaction, was rated in the two highest positions by 75% (Question 3). Module B, The Legal Framework-Sex Equity on Trial, was rated in the two highest positions by 75% of the respondents (Question 4).

For the comparatively lower ratings on questions 3 and 4, informal evaluation feedback from this conference as well as the statewide conference suggest that Module A, Activity 4 Faculty/Student Interaction, which presented visual images of overt sex bias, may have produced some negative reaction if seen as being too obvious. The lower rating for Module B, Sex Equity on Trial may have been the result of not giving enough time to complete the presentation at the New York conference.

Potential Use of Project SEISMIC Components

As part of the STAFF DEVELOPMENT questionnaire for the statewide conference respondents were asked to assess possibilities for use. Over 80% of the participants rated the materials in the two highest positions of usefulness with administrators (82%), counselors (86%), and teachers (81%); 71% of the participants rated the materials in the two highest positions of usefulness with students. (See Appendix 8, Question 14.)

To make the transition to colleagues in the work setting, participants must be willing and able to replicate the workshop. Sixty-six percent of the respondents rated team interest in replication in the two highest

positions; 72% of the respondents rated their own confidence in replicating the workshop in the two highest positions (Questions 12, 15).

However, just under 40% felt that their colleagues would be more than moderately receptive to taking part in a workshop such as STAFF DEVELOPMENT (Question 13).

When asked to comment on mechanisms for use of material in their educational settings, 89 participants mentioned some type of in-service training as the way to use the materials. Other time blocks mentioned frequently were Superintendents' Day Meetings, Conference Days, Faculty Meetings (Question 16). In assessing further facilitation needed by CASE/IRDOE or from the New York State Education Department, the most frequent request was for availability of materials (Question 17). Other suggestions included more workshops for wider audiences, resource people to help support release time, and funds for using the materials.

The New York City participants were asked to address the potential usefulnesses of the CURRICULUM materials (Appendix 9).

Questions 5 and 6 referred to the potential usefulness of the CURRICULUM materials. Over 90% of the respondents rated the materials in the two highest positions for their own use; 80% of the respondents rated them in the two highest positions for use by colleagues. From informal feedback, the lower rating for colleagues seems to be an expression os skepticism about others' willingness to deal with sex equity issues.

In Question 7, respondents were asked to indicate by job title those faculty people who could most beneficially use the CURRICULUM materials. Those areas listed most frequently were as follows: Counselors (including Career Guidance, Career Education) 32; English/Communications teachers, 17; Health Education teachers, 16; Social Studies teachers, 10; Business teachers, 6. The general category of administration, including chairpeople, was mentioned 12 times, and teachers as a general category was mentioned five times. The responses to this question indicate that CURRICULUM materials from Project SEISMIC in particular, and perhaps from other sex equity products as well, are useful not only in counseling areas but also in varied curriculum areas, particularly English, Health Education, Social Studies and Business.

In an attempt to assess actual use of sex equity materialls, all participants in the April statewide conference were sent a followup questionnaire soliciting the many variables of use: which materials, what

target audience, when planned or completed, and exactly what aspect of dissemination--informal sharing, formal presentation, actual use in workshop or classroom setting (Appendix 10). By the conference date in April, most school schedules were set for the semester; by the time the followup request was sent (May 8) and asked to be returned (May 31), not much more than informal sharing about materials could reasonably be expected. However, some indications of future use were garnered.

Thirty-five percent of the conference participants returned the questionnaire as a result of only the one mailing. They represented 67% of the teams that attended the conference.

As expected, most of the respondents indicated some involvement in informal sharing of the conference experience with colleagues. Over 80% of the respondents shared almost immediately with colleagues including such diverse groups as Work Study Coordinators, Health teachers, Librarians, Learning Resource Staff, Career Education teachers, as well as generally with administrators, occupational education staff, and guidance counselors. This informal sharing was, for the most part, already completed by the time the questionnaire was sent.

Over 80% of the respondents indicated formal sharing through written memos or oral presentations to special groups. However, half of these formal sharing experiences were planned for the fall 1981 semester. The diverse target audiences included elementary school assistant principals, counseling students at a SUNY unit, all administrators in a region, 9-12 BOCES instructors, the local AAUW chapter, cabinet of a particular school, as well as general faculty, guidance staff, etc.

The section of the questionnaire that referred to "actual use" was designed to elicit completed or planned 1) workshops for colleagues that replicated the conference workshop in STAFF DEVELOPMENT: and/or 2) CURRICULUM lessons taught to students as opposed to the "sharing" sections which were designed to elicit experiences in which conference participants made colleagues aware of the nature of the materials by describing them rather than using them.

By the time the questionnaire was returned, less than two months after the conference, 28% of the respondents had already been involved in actual use of the STAFF DEVELOPMENT materials in workshops with colleagues or actual use of CURRICULUM materials in lessons with

students. Over 30% of the respondents indicated plans for actual use in the summer or the fall.

In general, then, from the evaluation questionnaires used, the sex equity products introduced, particularly Project SEISMIC, were judged effective by conference participants. In addition, there is evidence that the positive reaction to the materials during the conference experience was translated into dissemination and use "back home."

OTHER DISSEMINATION ACTIVITIES

Presentations

1. Sex Desegregation Assistance Center - Columbia University

   January 16, 1981

   The senior author and the FY '81 project director presented the materials to 10 staff members of SDAC in a combination workshop/lecture format in one morning for their staff development meeting. The SDAC staff and Project SEISMIC staff shared dissemination possibilities. SDAC offered to hand out an outline of Project SEISMIC materials to participants at their regional conferences.

2. Statewide Sex Equity and Displaced Homemakers Project Directors Meeting Albany (SED) January 20-21, 1981

   Project SEISMIC outline of materials and registration materials for statewide conference at Lake Luzerne given to all Project Directors. The project director for SEISMIC made a short presentation. One of the videotapes "New on the Job" was presented during an evening media fair.

3. Career Fair for Westchester County Schools - "Look Who's Working and Training Here," Mid-Hudson Regional Project to Promote Sex Equity in Occupational Education April 28, 1981

   The project director for the Career Fair gave 20 teachers the lesson plans from Project SEISMIC concerning non-traditional work for males and females as a suggested way for them to prepare the 800 students who would be attending the Career Fair.

Reference Listings

1. ERIC

   A Project SEISMIC Final Report (FY '80) was accepted for listing in ERIC (ED 193-464). The entry described the proposed final product. The final SEISMIC printed guides have been sent to ERIC for review and at this time are still in the process of being reviewed.

2. National Center for Research in Vocational Education

Project SEISMIC will be mentioned in the center's newsletter as materials worthy of use. The materials have also been solicited for review for the Center Dissemination and Utilization Review Project. Should they be rated highly in the project's screening process with outside readers, there will be publication of a lengthy review and an endorsement.

3. Far West Laboratories is compiling a National Directorey of Sex Equity Materials to be published in Fall 1981. Project SEISMIC will be listed in this catalog of grantee products. The directory is being published by Far West Laboratories under a contract from the Federal Office of Vocational and Adult Education entitled Sex Equity in Vocational Education: Developing Support Services for Sex Equity.

4. TABS, Aids for Ending Sexism in School

Project SEISMIC materials have been solictied for review in this quarterly journal which reaches over 1000 individual educators and school libraries nationwide.

DISTRIBUTION OF MATERIALS

Free Access

The majority of the grant monies were designated for the production of multiple copies of SEISMIC materials. The following items were produced:

Printed Guides

STAFF DEVELOPMENT	900
CURRICULUM	700
COMMUNITY OUTREACH	700

Videocassettes

Thirty-two copies of each set of four videocassettes as listed below:

1. STAFF DEVELOPMENT - Module A
   Issues in Sex Equity
2. STAFF DEVELOPMENT - Module B
   The Legal Framework--Sex Equity on Trial

3. CURRICULUM

Person-to-Person: Choices in a Changing World

4. COMMUNITY OUTREACH AND CURRICULUM

New On the Job

The distribution of the materials was as follows:

Printed Materials

1. Statewide Conference—Lake Luzerne, April 2-3, 1981

400 STAFF DEVELOPMENT Guides

200 CURRICULUM Guides

200 COMMUNITY OUTREACH Guides

2. New York City Conference, May 27, 1981

50 STAFF DEVELOPMENT Guides

50 CURRICULUM Guides

50 COMMUNITY OUTREACH Guides

*3. Occupational Education Special Programs, Office of Occuaptional and Continuing Education, NYSED

350 STAFF DEVELOPMENT Guides

350 CURRICULUM Guides

350 COMMUNITY OUTREACH Guides

---

*The Occupational Education Special Programs, Office of Occupational and Continuing Education, NYSED, has placed sets of printed and videotaped materials in key sites around the State. (See Appendix 12.)

The materials at each site are available for duplication and/or loan by all educators. An additional New York City site for loan purposes:

Resource Center, Irma Godlin, Coordinator
Bureau of Educational and Vocational Guidance
362 Schermerhorn Street, Room 106
Brooklyn, New York 11217

4. CASE/IRDOE (for distribution to authors, demonstrations, national centers, etc.)

50 STAFF DEVELOPMENT Guides
50 CURRICULUM Guides
50 COMMUNITY OUTREACH Guides

Videocassette Sets

1. Occupational Education Special Programs, Office of Occupational and Continuing Education, NYSED--25 sets

2. CASE/IRDOE--7 sets

SUMMARY

The FY '81 funding of Project SEISMIC resulted in widespread introduction and access to materials for state educators, with additional publicity nationwide.

Hands-on experiential introduction of materials to 224 educators representing over 87 educational institutions throughout the State was accomplished through two conferences.

Free use of all Project SEISMIC materials was established by distribution of guides and videotapes to 19 BOCES Communication Centers and Big City Resource Centers, geographically equal to population needs.

In addition, Project SEISMIC materials were introduced to such groups as the Sex Desegregation and Assistance Center at Columbia University serving New York and New Jersey. References to Project SEISMIC products will also appear in several national reference listings including ERIC.

This year's experience reinforces the need for detailed care and concern for the appearance, the graphic design, of any product, as it enhances its reception, clarity and use. The dissemination activities reinforce the need to both spend meaningful, experiential time with a core group of educators and follow-up that introduction with free access to materials.

APPENDIX

staff development
curriculum
community outreach

project SEISMIC
sex equity in schools/modules in careers

Deanna Chitayat
Anita Baskind
Robert Miller
Harvey Lieberman

Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

In cooperation with the
OFFICE OF OCCUPATIONAL AND CONTINUING EDUCATION,
Special Programs
The New York State Education Department
University of the State of New York

CASE 04-81
January 1981

These materials were produced
under VEA Grant #53-81-1192

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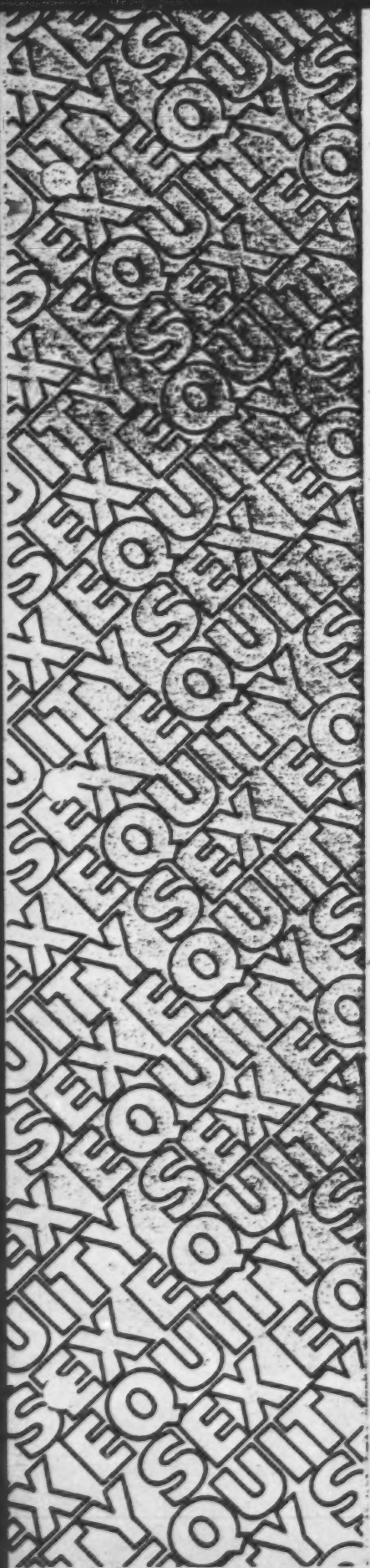

staff development
curriculum
community outreach

project SEISMIC
sex equity in schools/modules in careers

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The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036

December 2, 1980

To: District Superintendents, Superintendents, and Occupational Education Directors

From: Mary Ann Etu, Office of Special Programs, New York State Education Department
Anita Baskind, Project Director
CASE/Institute for Research and Development in Occupational Education
City University of New York

Subject: Project SEISMIC: Sex Equity in Schools - Modules in Careers
Conference for LEA/BOCES Personnel

We are pleased to invite you to a professional development activity of particular interest to supervisors and staff members who are responsible for general compliance with New York State sex equity standards for vocational education programs. CASE/Institute for Research and Development in Occupational Education of the City University of New York Graduate Center, under a grant from the New York State Education Department, will hold a training conference designed to help professional teams of educators further implement sex fair vocational education.

Project SEISMIC is designed to encourage LEA and BOCES personnel to increase sex equity in the educational system and to promote business practices that are free of sex bias. Three faculty guides and accompanying videotapes provide staff development programs, curriculum methods and materials, and community outreach strategies that teachers, counselors and administrators can use towards increasing equal treatment of the sexes in educational and vocational settings. These materials will be introduced in a workshop format, including small-group activities, teaching demonstrations, and action planning. Each participating district will receive materials for use in its schools.

Project SEISMIC is designed for use by several members of a school district. We are therefore requesting that conference participants be members of a team from a particular district. The team should comprise at least four people. The team should include at least one member from each group listed below:

A) Decision/Policy Maker: Superintendent; Assistant Superintendent for Curriculum; Assistant Superintendent for Vocational Education; Vocational Education Director/BOCES; Advisory Council Member; School Board Member.

B) Sex Equity Designee: Title IX Coordinator; Affirmative Action Officer; OCR Coordinator; Sex Equity Project Coordinator.

C) Curriculum Area Specialists:

1) Vocational Education and Practical Arts at the junior and senior high school level in BOCES and LEAs

2) Work-Study/Cooperative Education Instruction/Career Placement

3) Communications/Language Arts/Journalism

The conference will be offered on April 2-3, 1981, in the Glens Falls area. The conference will start at noon on Thursday, April 2, include a full evening program, and continue with a morning and afternoon session on Friday, ending at or before 4:00 p.m. Participants will be invited to stay overnight Thursday at the conference site. Expenses

for hotel lodging and four meals, starting with lunch on Thursday, will be paid for each member of the district team. (Travel expenses are not included.)

We will be able to accommodate only a limited number of district teams at the conference In order for us to provide priority reservations for those most interested, we are askir you to return your indication of interest to us by no later than January 15, 1981. A return form is provided. If you are interested and subsequently selected, we will reque additional reservation information after January 15, 1981.

Project SEISMIC Conference Interest Assessment

PLEASE RETURN THIS FORM BY NO LATER THAN JANUARY 15, 1981

Return to: Anita Baskind, Project Director
CASE/IRDOE, Rm. 1439
CUNY Graduate Center
33 West 42 Street
New York, New York 10036

From: Administrator: _____ _____
Name (please print) Job Title

School District or BOCES Center: _____

Address: _____

_____
Zip

Phone: _____
(Area Code)

Check appropriate box(es):

☐ We are interested in sending a team of educators to the Project SEISMIC Conference on April 2-3, 1981. Our team members are:

1. _____ _____
Name (please print) Job Title
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

☐ We are interested in sending a team of educators to the Project SEISMIC Conference on April 2-3, 1981. Please contact

_____ _____
Name (Area Code) Phone

for names of specific team members after February 1, 1981.

☐ We would like further information about Project SEISMIC.

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221- 8425

Project SEISMIC Sex Equity Conference
Lake Luzerne April 2-3, 1981

Team Representation by Occupational Education Planning Regions/Counties

REGION #1

Nassau - Suffolk

Bellmore Merrick Central High School District

Great Neck Public Schools

Rockville Center Public Schools

Comsewogue School District

Copiague Union Free School District

Middle County School District #11 (Centereach)

Nassau BOCES

Suffolk BOCES #1, #2, #3

REGION #2

Bronx-Kings-New York-Queens-Richmond

New York City Board of Education (Central Office)

Community School District #1

Community School District #23

REGION #3

Putnam-Rockland-Westchester-Dutchess
Orange-Sullivan-Ulster

Marlboro School District

East Ramapo Central School District (Spring Valley)

Lakeland School District (Shrub Oak)

Putnam/North Westchester BOCES

Ulster BOCES

REGION #4

Albany-Columbia-Fulton-Greene-Montgomery
Rensselaer-Saratoga-Schenectady-Schoharie

Guilderland Central School District

South Colonie Central School District

Watervliet City School District

Averill Park High School

Enlarged School District of Troy

Galway Central School District

Gilboa-Conesville Central School District

Greene BOCES

REGION #5

Clinton-Essex-Franklin-Hamilton-Warren Washington

Salmon River Central School District (Fort Covington)

North Franklin Educational Center BOCES

Washington/Warren/Hamilton/Essex BOCES

Peru Central School District

REGION #6

Jefferson-Lewis-St. Lawrence

Massena Central School District

REGION #7

Herkimer-Madison-Oneida

Camden Central Schools

Herkimer BOCES

REGION #8

Broome-Chenango-Delaware-Otsego-Tioga

Chenango Forks Central School District

Tompkins/Seneca/Tioga BOCES

REGION #9

Cayuga-Cortland-Onondaga-Oswego Tompkins

Syracuse City School District

Cayuga/Onondaga BOCES

(Tompkins/Seneca/Tioga BOCES)

REGION #10

Genessee-Livingston-Monroe-Ontario Seneca-Wayne-Wyoming-Yates

Batavia City School District

Elba Central School District

Rochester City School District

Monroe BOCES #1

Genesee/Wyoming BOCES

Rochester BOCES (Tompkins/Seneca/Tioga BOCES)

REGION #11

Chemung-Schuyler-Steuben

Waverly Central School District

REGION #12

Erie-Niagara-Orleans

City School District of Niagara Fa

Orleans/Niagara BOCES

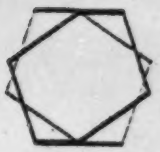
REGION #13

Allegany-Cattaraugus

Iroquois Central School District (Elma)

Erie BOCES #1

Erie/Cattarugus BOCES #2



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of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221 - 8425

Discussion Guide: Planning for Use of Project SEISMIC

Project SEISMIC materials were developed for use as a comprehensive sex equity effort for secondary school personnel. The following discussion questions may help you "plan a plan" for using the materials with your colleagues back home.

1. TARGET GROUPS

   A) To which faculty groups would you most want to introduce a STAFF DEVELOPMENT workshop? All faculty in one school? All instructors teaching single sex dominated career areas? All administrators? Only those interested? Other?

   B) To which faculty groups would you most want to introduce CURRICULUM lessons? Teachers of Family Living courses? All teachers of Career Exploration programs? All counselors? All work study coordinators? All English teachers? All Social Studies teachers? All of the above? Only those interested? Other?

   C) To which faculty members would you want to give the COMMUNITY OUTREACH materials? All counselors? All cooperative wor experience coordinators? All administrators? All school board or Advisory Council members? Other?

2. ACTIVITY/METHOD

   What organizational mechanism would you use to introduce the materials? Demonstrate some STAFF DEVELOPMENT activities at a general faculty meeting? Run an in-service course in sex equity issues using STAFF DEVELOPMENT materials? Use a teacher in-service afternoon for STAFF DEVELOPMENT materials? Report on a lesson to a CURRICULUM or instructional planning meeting? Use a lesson in your class and invite a few colleagues to observe? Xerox all the lessons and send them to all of the teachers? Ask for volunteers among work study coordinators to present a COMMUNITY OUTREACH program? Other?

3. SUPPORT NETWORK

   Who among the faculty back home would you want to share with immediately to develop a support network for introduction of the materials? The administrator who urged you to come to this conference? The Title IX/ Sex Equity Coordinator? Those colleagues who were interested but couldn't attend? Your best friend on the faculty? Other?

4. INITIATOR

   Which member of your team is most interested in initiating the use of each part of Project SEISMIC?

5. CONTACT FOR TEAM PLANNING

   Which member of your team will take responsibility for setting up a meeting back home to plan for further use?

project SEISMIC
sex equity in schools/modules in careers

CASE
Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center of the City University of New York
33 West 42nd Street
New York, New York 10036

ACTION PLANNING FOR USE OF PROJECT SEISMIC MATERIALS

	1. TARGET GROUPS	2. ACTIVITY METHOD	3. SUPPORT NETWORK	4. INITIATOR
STAFF DEVELOPMENT				
CURRICULUM				
COMMUNITY OUTREACH				

DISTRICT/BOCES

TEAM PLANNING CONTACT

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-8423

April 27, 1981

Dear Colleague:

We are pleased to invite your school to send a team of two or three representatives to a one-day professional workshop for faculty members interested in the fulfillment of sex equity goals as part of the teaching and guidance process.

We are able to bring you the fruits of three years of research and development under grants from the New York State Education Department. Project SEISMIC (Sex Equity in Schools - Modules in Careers) is a completely self-contained package of print and audio-visual materials that can be used in any school setting without special training of the faculty. It has been field-tested within New York State including New York City high schools, and several educators from the city schools served as resources during our development phase. The entire package was introduced to educators throughout the state in a conference early in April.

Project SEISMIC translates Title IX and VEA legislation into an action-oriented set of curriculum and staff development materials for direct use by faculty. It includes:

- attitudinal and informational components
- lesson plans ready for use with students
- easily reproducible worksheets for classroom use
- all background references and resources needed for teacher preparation
- available audio-visual components

Although these materials are designed for use by any secondary school educator, they may have particular appeal and applicability for faculty members who: influence career and vocational choice; teach in a Cooperative Education/Work-Study program; teach English, Communications, Health Education, Social Studies, or any vocational area; perform a counseling function; are LEOC's or COSA's.

In our one-day program, Project SEISMIC will be introduced in a hands-on workshop format; participants will be given materials for sharing with colleagues and for use with students. An overview of the project and a sample Table of Contents are enclosed for your consideration.

Please indicate on the attached sheet the faculty members from your school who will attend. We are limited to 100 conference participants and will reserve places on a first-come, first-served basis. The deadline for reply is May 20. We will confirm your reservation by phone.

WHEN: Wednesday, May 27, 1981
8:45 a.m. - 3:45 p.m.

WHERE: City University of New York
Graduate Center
33 West 42 Street
Third Floor Studio

Complimentary lunch and early morning coffee will be served.

We look forward to delivering this service to our local educational community.

Anita Baskind
Project SEISMIC
(221-8423 for further information)

BOARD OF EDUCATION OF THE CITY OF NEW YORK

SAUL BRUCKNER, PRINCIPAL

edward r. murrow high school
(THE COMMUNICATIONS SCHOOL)
1600 AVENUE L, BROOKLYN, N.Y. 11230
258-0283

Claire Pasternack, Teacher — Florence Abramowitz, Assistant Principal
Health and Physical Education

Health Education Curriculum

Students are required to take two Health Education cycles as outlined below. The rationale of the Health Education requirement is to help students gain knowledge and explore attitudes so that they may make sound choices about health behavior. Socially relevant issues are introduced in order to help students become responsible citizens, acting to meet both personal and community needs in a mature way.

Cycles Offered

1. Human Sexuality (required of all students) Designed to help students learn responsible decision-making behavior based on basic sexuality information and discussion of sexual values.

2. Drugs (elective) Designed to help students explore choices and alternatives leading to responsible behavior based on basic information about the properties and effects of drugs, alcohol, tobacco, etc.

3. Health Survival (elective) Designed to help students explore attitudes towards disabling conditions. Provides information about disabilities, about opportunities in the health field, and includes basic first-aid information.

4. Death and Dying (elective) Designed to help students discuss the topic of death through exploring feelings and attitudes associated with traumatic illness and dying.

* 5. Self Awareness (elective) Designed to help students learn the principles and impact of verbal and non-verbal communication through sharing experiences and values, and assessing personal growth.

* 6. Changing Lifestyles (elective) Designed to help students deal with the complexity of choices involving family structure and the changing roles of men and women.

* These courses contain a topic devoted to sex-equity issues.

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258-5283

Self-Awareness Curriculum Topics

1. Setting climate for non-threatening sharing
2. Modes and meaning of non-verbal communication
3. Impact of various verbal communication
4. Making choices: alternatives, goals, values
* 5. Issues in sex equity
6. Uses of time and energy
7. Uses of the present in meeting future goals

Changing Lifestyles Curriculum Topics

* 1. Socio-economc and political influences on male, female roles 1930-80
* 2. Family patterns past and present
* 3. Present issues in sex equity
4. Changes in parenting complexities
5. Impact of divorce on parents and children
6. Teenage parenting: values, attitudes, difficulties

* Underlined topics used sex equity materials

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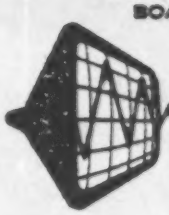

edward r. murrow high school
[THE COMMUNICATIONS SCHOOL]
1600 AVENUE L, BROOKLYN, N.Y. 11230
258-5283

Unit on Sex Equity Issues (Using Project SEISMIC materials)

A. Lesson Aim: How do socioeconomic and political aspects of previous decades (1930's - 1970's) impact on male and female roles in the 1980's?
Instructional Objective: Students will be able to explore and discuss the changing nature of male and female roles in the last half century with emphasis on the socioeconomic and political forces that influence our attitudes now.
Materials: (Background reading) Project SEISMIC CURRICULUM guide, Sex Equity Reference--Historical Perspectives of Sex Role Expectations: 1930-1980, pp. 45-47.

B. Lesson Aim: What are the directions men are taking in changing traditional roles?
Instructional Objective: Students will be able to explore and discuss men's expanded options in meeting career and family obligations.
Materials: Film A Man's Place, and Discussion Guide.

C. Lesson Aim: How do family members decide responsibilities for household tasks?
Instructional Objective: Students will be able to discuss options in meeting household responsibilities.
Materials: Project SEISMIC CURRICULUM guide: p. 42, Student Worksheet: WHO DOES THIS TASK? from Lesson 6: Dual Career Families.

D. Lesson Aim: How do we handle family obligations when nurturers work?
Instructional Objective: Students will be able to explore and discuss options for meeting child care responsibilities.
Materials: Project SEISMIC CURRICULUM guide, Lesson 6: Dual Career Families, pp. 37-43.

E. Lesson Aim: How do families support individual members' career and education needs?
Instructional Objective: Students will be able to examine and discuss options for combining career and family needs.
Materials: Project SEISMIC CURRICULUM guide, Lesson 5: Marriage and Preparation for Careers, pp. 31-36.

F. Lesson Aim: What are some conflicts people experience when choosing something different from their peers?
Instructional Objective: Students will be able to explore and discuss issues in making choices that are different, non-traditional.
Materials: Project SEISMIC CURRICULUM guide, Lesson 4: Peer Support for Non-traditional Choices, pp. 25-30.

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221 - 8425

Project SEISMIC - Sex Equity Conference
Lake Luzerne, New York April 2-3, 1981

AGENDA

Thursday

11:30 AM - 1:00 PM	Registration	MAIN HOUSE/Lobby-Office Area
12:00 - 1:30	Buffet Lunch	MAIN HOUSE/Dining Area
Welcome		Anita Baskind, CASE/IRDOE Project Director, 1981
For the New York State Education Department		Mary Ann Etu, Supervisor Office of Occupational and Continuing Education, Special Programs
Project SEISMIC Development		Dr. Deanna Chitayat Project Director 1978-80, Principal Author
1:45 - 5:00 (includes break)	STAFF DEVELOPMENT WORKSHOP	CONFERENCE CENTER (see floor plan)
Group A Pool Area Group B 49'er Room		Group C Adirondack Room Group D Surrey Room
5:00	Cash Bar	MAIN HOUSE/Lounge Area
6:15	Dinner	MAIN HOUSE/Dining Area
8:00 - 10:00		49'er Room
"Equity Futuring"		Carol Jabonaski, Coordinator Occupational Education Civil Rights, NYSED

Sex Equity Media Resources,

Film Showings
Turning Points
A Man's Place
Sex Equity Pamphlet - Super People Comic Book

Friday

7:30 - 8:30 AM	Breakfast	MAIN HOUSE/Dining Area
9:00 - 11:45	CURRICULUM WORKSHOP	49'er Room (CONFERENCE CENTER)
Curriculum Materials Overview		Anita Baskind
Demonstration Lessons		Connie Kirkpatrick Dave Scanlan S.M. Townsend Middle School Gerry Welcher Queensbury High School
12:00	Lunch	MAIN HOUSE/Dining Area
1:30 - 3:30		49'er Room (CONFERENCE CENTER)
COMMUNITY OUTREACH: Materials/Methods		Dianne Seigel, Director Mid-Hudson Regional Project to Promote Sex Equity in Occupational Education
Team Action Planning		All Conference Participants
"Implementing Sex Equity in Education" A bite at a time, we can eat an elephant.		Ruth De Rosa Sex Equity Supervisor Rochester City School District

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Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221 - 8425

Project SEISMIC - Sex Equity Conference
for New York City High School Personnel - May 27, 1981

AGENDA

Morning

Welcome	Anita Baskind, CASE/IRDOE Project Director, 1981
For the New York State Education Department	Mary Ann Etu, Supervisor Office of Occupational and Continuing Education, Special Programs
For Project SEISMIC	Dr. Deanna Chitayat Project Director, 1978-80 Principal Author

Project SEISMIC
STAFF DEVELOPMENT WORKSHOP

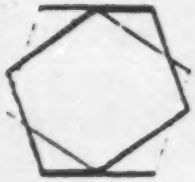
Luncheon (Room 1700)

Afternoon

Project SEISMIC
CURRICULUM WORKSHOP

Materials, Resource Overview

Film: A Man's Place



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33 West 42 Street, New York, N.Y. 10036
(212) 221 - 8425

Project SEISMIC Conference
April 2-3, 1981
Lake Luzerne

Evaluation: Staff Development

Dear Conference Participant:

Please complete the following questionnaire. Your responses will help the State Education Department evaluate the effectiveness of the conference.

Project SEISMIC Staff

Evaluation of Activities - Module A

1.A Which activity was the most effective in clarifying the issues of sex equality in employment? (check one)

42 Occupations (A-1) 34 Male & Female Roles (A-2) 1 Employment Trends (A-3)

2.A Which activity was the most effective in modifying the attitudes of most of the participants in your sub-group? (check one)

21 Occupations (A-1) 49 Male & Female Roles (A-2) 6 Employment Trends (A-3)

3.A Activity A-4: Tasks 4.1-8 Faculty Member's Responses to Mary

	1	2	3	4	5
How effective was this exercise in sensitizing the group to possible covert sex bias in faculty interactions with students?	Very Effective (26)	(21)	(25)	(7)	Not At All Effective (2)

4.A Activity A-4: Task 4.9 Role Play Dialogue

	1	2	3	4	5
How effective was this exercise in underscoring the possibility of sex bias through voice and attitude?	Very Effective (38)	(16)	(11)	(9)	Not At All Effective (6)

5.A Activity A-4: Task 4.10 Role Play

	1	2	3	4	5
How effective was this exercise in helping the group use sex-fair strategies in career counseling discussions with students?	Very Effective (24)	(28)	(17)	(9)	Not At All Effective (2)

6.A Activity A-4: Tasks 4.11, 4.12

	1	2	3	4	5
How effective was this exercise in helping the group discuss conflicts in being both sex-fair and accurate in career counseling activities with students?	Very Effective (17)	(36)	(20)	(6)	Not At All Effective (3)

		1	2	3	4	5
7.A	Before coming to the Conference, how would you rate your own attitudes regarding work roles of men and women?	Total Equality (29)	(37)	(12)	(5)	Very Traditional (0)
8.A	At the beginning of the discussion, how would you rate the attitudes of most of the participants in your sub-group?	Total Equality (5)	(40)	(28)	(8)	Very Traditional (0)
9.A	After participating in the activities in this session of the Conference, how would you rate your own attitudes regarding work roles of men and women?	Total Equality (33)	(42)	(8)	(0)	Very Traditional (0)
10.A	At the completion of the discussions, how would you rate the attitudes of most of the participants in your sub-group?	Total Equality (13)	(53)	(15)	(1)	Very Traditional (0)
11.A	How would you characterize the attitudes and beliefs of most of your colleagues in your work setting with regard to the roles of males and females?	Total Equality (4)	(16)	(28)	(32)	Very Traditional (1)

Evaluation of Activities - Module B

How effective were the following activities in raising awareness of specific requirements of Title IX?

		1 Very Effective	2	3	4	5 Not At All Effective
1.B	Activity 1 Introduction (Videotape-children)	(23)	(17)	(15)	(2)	(2)
2.B	Activity 2 Five Court Cases	(32)	(22)	(14)	(4)	(1)
3.B	Activity 3 Analyzing Specific School Practices	(23)	(21)	(17)	(3)	(2)
4.B	How effective do you feel Activity 4 Your School's Compliance with Title IX would be in helping your educational community identify school practices lacking in sex fairness?	(19)	(33)	(16)	(3)	(0)
5.B	How effective do you feel Activity 5 Action Plans to Improve Compliance would be in helping educators plan to change sex-biased practices in your educational community?	(20)	(27)	(20)	(2)	(1)

		1 Very Knowledgeable	2	3	4	5 Not At All Knowledgeable
6.B	Before coming to this conference, how would you rate your own knowledge of Title IX and VEA regulations?	(5)	(30)	(23)	(12)	(5)

		1 Total Compliance	2	3	4	5 Total Non-Compliance
7.B	Before coming to this conference, what was your perception of your educational institution's compliance with Title IX and VEA regulations?	(6)	(32)	(30)	(5)	(0)

		1 Very Knowledgeable	2	3	4	5 Not At All Knowledgeable
8.B	After participating in the activities in this session, how would you rate your own knowledge of Title IX and VEA regulations?	(21)	(46)	(2)	(1)	(0)

		1 Very Effective	2	3	4	5 Not At All Effective
9.B	How effective has this session been in heightening your awareness of potential infringement of Title IX and VEA provisions in your educational setting?	(39)	(23)	(9)	(3)	(0)

		1 Very Knowledgeable	2	3	4	5 Not At All Knowledgeable
10.B	How would you characterize the majority of educators in your work setting as to their knowledge of Title IX and VEA regulations?	(1)	(7)	(26)	(30)	(9)

Use of Materials

12. How much interest do you feel your team would have in conducting activities such as these in your educational setting?

1 High Interest (38) 2 (61) 3 (40) 4 (9) 5 No Interest (0)

13. How receptive do you feel your colleagues would be to taking part in these activities?

1 Very Receptive (19) 2 (41) 3 (59) 4 (28) 5 Not At All Receptive (6)

14. How useful would activities similar to the ones you have just completed be for your colleagues? For students?

	1	2	3	4	5
Administrators	(72)	(54)	(16)	(11)	(0)
Counselors	(90)	(42)	(15)	(6)	(0)
Teachers	(76)	(49)	(17)	(10)	(2)
Students	(66)	(42)	(32)	(10)	(2)
Other _____ please describe	Very Useful	2	3	4	Not At All Useful

15. How confident do you feel in organizing and conducting a workshop with these materials for a selected group of your colleagues?

1 Very Confident (41) 2 (67) 3 (33) 4 (9) 5 Not at All Confident (0)

16. What time blocks would be most effective in using materials like these with your colleagues? Please list as many as you can think of (i.e. teacher preparation periods, in-services course)

_____

_____

_____

_____

_____

17. How could CASE/IRDOE or the NY State Education Department further facilitate the use of these materials?

_____

_____

_____

_____

_____

_____

18. Additional Comments:

_____

_____

_____

EVALUATION: Total Conference, New York City
APPENDIX 9

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3888, -3889

New York City

Project SEISMIC, May 27, 1981

Evaluation - Morning - Staff Development

	Very Effective				Not At All Effective
1. How effective was Exercise I: Occupations in clarifying issues of sex equity in occupational choice?	1 (21)	2 (15)	3 (4)	4 (0)	5 (0)
2. How effective was Exercise II Roles in clarifying attitudes towards the changing roles of men and women?	1 (18)	2 (15)	3 (3)	4 (2)	5 (1)
3. How effective was Exercise IV Faculty/ Student Interaction in raising issues concerning bias-free career counseling by teachers and counselors?	1 (22)	2 (7)	3 (5)	4 (2)	5 (3)
4. How effective was the videotape "Sex Equity on Trial" in heightening your awareness of potential infringement of Title IX in your educational setting?	1 (21)	2 (10)	3 (8)	4 (1)	5 (1)

Evaluation - Afternoon - Curriculum

	Very Useful				Not At All Useful	
5. How useful do you feel the Curriculum lessons would be to you (if you have direct contact with students)?	1 (25)	2 (7)	3 (2)	4 (1)	5 (0)	N.A. (4)
6. How useful do you feel the CURRICULUM lessons would be for your colleagues in your school?	1 (20)	2 (11)	3 (7)	4 (1)	5 (0)	

7. Which faculty members do you feel could best use the CURRICULUM materials? (List by job title)

_____ _____

_____ _____

_____ _____

8. Additional Comments (Use back of sheet if necessary)

_____

_____

_____

PROJECT SEISMIC FOLLOWUP

NAME _____

JOB TITLE _____

INSTITUTION _____

DISSEMINATION ACTIVITY What was or will be done?	TARGET AUDIENCE (Please describe, e.g.)	WHO DID IT (Please check and/or describe)			WHICH MATERIALS (Please check)							WHEN (Please check)		
					Project SEISMIC				Films		Comic Book			
		YOU	TEAM AS GROUP	OTHER TEAM MEMBER (Specify)	Staff Development A	Staff Development B	Curriculum Lessons	Community Outreach	Turning Points	A Man's Place	Super People	Spr. '81	Sum. '81	Fall '81
INFORMAL SHARING e.g. Showed materials to colleagues Told colleagues about conference	All faculty; Home Economics Teachers Association; 9th Grade English Class													
FORMAL DISSEMINATION Written memo sent														
Formal oral presentation														
Other (Please describe)														
Other														
ACTUAL USE OF MATERIALS (Please describe specifically, e.g.) Workshop for colleagues; Workshop for community; Lesson with students														
1.														
2.														
3.														
4.														

Project SEISMIC Sex Equity Conference
New York City High School Personnel - May 27, 1981

Evaluations - Additional Comments

1. The conference provided an excellent balance of lecture, workshop and visual aid materials. Because of the variety of approaches used, the pace never flagged and there was constant interest on the part of the participants. The situations were thought-provoking and open-ended--allowing a variety of solutions. I thought the entire experience was most stimulating and worthwhile. The handouts are most valuable.

2. I thoroughly enjoyed all of the material as well as the method of presentation--working in small groups and actually using the material.

3. I thought the entire day was instructive. It gave me material I could use with groups. It provided material that others could use who work with groups and in the business department areas.

4. It was effective to review all of the information contained in the packet, even though it was cursory--it familiarized me with all the concepts, avoiding overlooking important material. The tempo was quick, forcing getting to the point in the issues involved. There was a good amount of variety in modes of workshops, i.e., small groups, films, large group discussions. It was enlightening to be a part of your efforts.

5. Conference was well organized. The pacing of the activities was excellent. 1) A lot of the classroom activities could be made into Rexograph masters for easy duplication. 2) Staff training through 2-3 consecutive faculty meetings in counselor directed groups or ½-day staff conferences would be valuable to orient staff to awareness of stereotyping.

6. A very worthwhile day!

7. Good ideas--would be excellent as an on-going workshop, especially for counselors. Conducted in a professional manner; hospitable.

8. Informative, enjoyable.

9. Wonderful material, excellent format.

10. Would like to use tapes. Material was provocative and very useful. Entire conference was excellent.

11. Very well organized--excellent presentation. Would be a very interesting and meaningful course for staff and students. Will suggest this to my Assistant Principal.

12. This workshop was very informative. I plan to use the materials in my school.

13. Excellent, well organized.

14. A very well thought-out program. Thank you.

15. The materials might be useful at a LORA faculty meeting.

16. Greater need for change in format throughout the day with more opportunity needed for interaction amongst groups. We were treated in a very professional manner.

17. Today's workshop was informative. I was impressed with the final product. The only problem was having to sit for so many hours.

18. As a participant in several sex education workshops, this was the best. It "showed"--in planning, in materials, etc. More stress on single family homes, divorce; singlehood and careers.

19. I feel that it would be worthwhile to repeat this workshop for chairpersons--specifically to be discussed at conferences with teachers. They are the grassroots. I further feel that these lessons should be included in all subject areas.

20. Title IX coordinators should get time compensated in order to train the staff. Business educators are best to attack first because they are influential in soliciting the population to certain areas of training and it should be non-biased.

21. More time needed!

22. Wealth of material--more time necessary to explore issues.

23. I would have liked to see more men in the audience. Also, more administrators. Also, some discussion of the power structure and the economic reasons why the status quo is so hard to change.

24. Covers too much material in P.M. session--better to cover less--but more intensively.

25. I feel that in a "changing society" it is essential to address issues such as single-parenting and a single life style.

26. I sensed from the audience a more detailed need for utilizing the stimulus videotapes effectively and efficiently. For example: how to evoke what the students already know.

27. The faculty-student interaction was too obviously sex stereotyped. It would have been more useful to examine more subtle types of bias. In light of the module as set up, I think it would have been more profitable to spend more time on the legal side.

28. Thank you for a fine lunch!

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(212) 221 - 8425 / 3855

Project SEISMIC: Location of Materials

Each institution listed below has been given a set of the three printed guides and the four videotapes that comprise Project SEISMIC. Educators may use the materials at each site or duplicate them by arrangement with the contact person. (List is in order of Occupational Education Planning Regions.)

Paul G. Neff
Nassau BOCES County Center
1196 Prospect Avenue
WESTBURY, NY 11590
(516) 334-7820 Ext. 580

Edwin Peterson
Suffolk #1 BOCES
215 Old Riverhead Road
WESTHAMPTON BEACH, NY 11978
(516) 288-6400

Dr. Morris Freedman
NYC Board of Education
Center for Library Media-Telecommunications--Rm 301
131 Livingston Street
BROOKLYN, NY 11201
(212) 596-3888

Peter W. Sulzbach
Orange-Ulster BOCES
R.D. #2 Gibson Road
GOSHEN, NY 10924
(914) 294-5431

Adeline Handleman
Yonkers City School District
Administration Annex
162 McLean Avenue
YONKERS, NY 10705
(914) 963-4567

Zeb Robbins, Jr.
Albany-Schoharie-Schenectady BOCES
1015 Watervliet-Shaker Rd.
ALBANY, NY 12205
(518) 456-9295

Nicholas N. Nealon
Albany High School
Media Center
700 Washington Avenue
ALBANY, NY 12203
(518) 472-7668

Erik Jager
Washington-Warren-Hamilton-Essex BOCES
123 Broadway
FORT EDWARD, NY 12828
(518) 793-7721

Joanne Guitierrez
St. Lawrence BOCES
Northwest Tech.
Park Street
OGDENSBURG, NY 13669
(315) 393-2000

Peter Madsen
Monroe 2-Orleans BOCES
3599 Big Ridge Road
SPENCERPORT, NY 14559
(716) 352-2430

Robert Kearney
Rochester City School Dist.
Dept. of Learning Resources
131 West Broad Street
ROCHESTER, NY 14608

Ron Varnum
Schuyler-Chemung-Tioga BOCES
Laurentian Place
ELMIRA, NY 14904
(607) 734-3351

Norman W. Johnson
Erie #1 BOCES
2 Pleasant Avenue W.
LANCASTER, NY 14086
(716) 686-2066

Thomas Maloney
Buffalo City Schools
99 Monroe Street
BUFFALO, NY 14206
(716) 856-0503

Kenneth Wasmund
Chautauqua BOCES
9520 Fredonia Stockton Rd.
FREDONIA, NY 14063
(716) 672-4371

Charles Schreiber
Herkimer BOCES
Gros Boulevard
HERKIMER, NY 13350
(315) 866-6040

Rodney Van Housen
Broome-Tioga BOCES
Upper Glenwood Road
Box 1450
BINGHAMTON, NY 13905
(607) 729-9301

Joseph Gibson
Madison-Oneida BOCES
Spring Road
VERONA, NY 13478
(315) 363-8000

Newt Allen, Associate
Instructional Resources Department
Special Programs Bldg.
410 East Willow Street
SYRACUSE, NY 13202
(315) 425-4267